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ABSTRACT

The North Carolina Partnership for Accelerated Schools includes nine schools in five counties in North Carolina. Representatives from the state Department of Education, the local school agencies, and the teacher educators from North Carolina State University and East Carolina University have worked together to implement the project, which works to provide high quality powerful learning experiences for all students through employing democratic principals and empowering the total school community. An evaluation was planned for the 1996-97 school year. Evaluators were asked to provide Climate Survey Item Response reports to each school, a summary report of program outcomes and highlights, and a technical report (this document). This report provides a full account of the data highlighted in the summary report. A chart lists the evaluation questions, the information source, data descriptions, a discussion of the method of analysis, and the date collected. The Climate Survey is included, and results of the survey are presented for all schools for all items, with the percentage of respondents strongly agreeing or disagreeing. Changes in the percent agreeing or disagreeing are reported for each item by comparing the previous survey responses (fiscal year 1995 or school year 1996) with the current replies. End of grade reports are included, to the extent available, for grades 3, 4, 5, and 6 for reading, writing, and mathematics. (Contains 56 tables.) (SLD)

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ACCELERATED SCHOOLS PROJECT

TECHNICAL DOCUMENT

Prepared for the North Carolina Accelerated Schools Project
September 1997

prepared by

Janet L. Johnson & Jan Donley

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Evaluation Design

EVALUATION DESIGN
ACCELERATED SCHOOLS PROJECT
1996-97

PROGRAM DESCRIPTION

The North Carolina Partnership for Accelerated Schools includes nine schools in five counties in North Carolina. Representatives from three educational agencies have worked collaboratively to implement the Accelerated Schools Project: 1) Public Schools of North Carolina, 2) Local Educational Agencies, and 3) Teacher Educators (North Carolina State University and East Carolina University). The schools joined the Accelerated Schools Project at different times. The following table gives the "Launch Dates" and grades served for each school.

School	Launch Date	Grades Served in 96-97	Notes
Kings Creek Elementary:	October 1996	K - 8	
Sawmills Elementary:	October 1996	K - 5	
First Ward Elementary	August 1995	K - 6	
CC Spaulding Elementary	August 1993	K - 5	PreK began 95-96
Watts Elementary	August 1993	K - 5	
Rogers-Herr Middle School	August 1993	6	Grades 6 -8 until 95-96
Eastway Elementary	July 1996	K - 5	
Laurel Mill Elementary	January 1996	PreK - 5	
Goldsboro Middle	August 1994	5 - 8	EOG for grades 7 and 8 only in 94 and 95

EVALUATION DESIGN

An independent consultant will evaluate the Accelerated Schools Project in 1996-97. The design is shown in the table which follows. The primary goal of Accelerated Schools is to provide high quality powerful learning experiences for all students. The objectives for meeting this goal include employing democratic principals when making decisions at schools and empowering the total school communities to become responsible for the education and well-being of all students. The strategies for meeting these objectives are for each school to form cadres which include staff, parents, and community members who identify and plan how to improve the educational environment and opportunities for all students at the school.

The evaluator will collect and analyze data related to these goals, and will summarize interview data regarding how the program was implemented in schools.

General questions the evaluation will address are:

- How did attitudes of staff members change, regarding students, work conditions, professional interests, and collaboration with peers?
- How did the climate of the schools change?
- What impact did the Accelerated Schools Project have on academic performance of these schools as compared with their academic performance prior to the Launch Dates?
- What impact did the Accelerated Schools Project have on academic performance of these schools, as compared with the academic performance of their counties?
- What impact did the Accelerated Schools Project have on academic performance of different genders and races of students?
- What are some highlights of program successes in Accelerated Schools?

The data will be analyzed and reported individually for each school. The different school profiles, different visions for each school, and the different stages of implementation make collapsing the data into one group of Accelerated Schools impractical.

EVALUATION PRODUCTS

The evaluators will provide:

1. . Climate Survey Item Response reports to each school so that cadres can use this information when planning strategies;
2. a summary report to communicate program outcomes and highlights in 1996-97; and
3. a technical report which includes the data from which highlights are reported in the summary report.

Evaluation Question	Information Source	Data Description	Method/Analysis	Date Collected
Overall Academic Climates				
Have the percentages of students working at or above grade level in reading increased compared with the year prior to their Launch Dates?	DPI for EOG data the years prior to 1996-97. Individual schools or county contact person for 1996-97 EOG data.	North Carolina End-of-Grade reading tests for students in grades 3 - 8. Scores of Levels III & IV indicate at or above grade level.	Compare the percentages of students working at Levels III or IV on EOG reading: the year prior to the Launch Date vs. each year after the Launch Date, up to 1996-97.	DPI: June Schools: July
Have the percentages of students working at or above grade level in mathematics increased in Accelerated Schools compared with the year prior to their Launch Dates?	DPI for EOG data the years prior to 1996-97. Individual schools or county contact person for 1996-97 EOG data.	North Carolina End-of-Grade mathematics tests for students in grades 3 - 8. Scores of Levels III & IV indicate at or above grade level.	Compare the percentages of students working at Levels III or IV on EOG mathematics: for the year prior to the Launch Date vs. each year after the Launch Date, up to 1996-97.	DPI: June Schools: July
Have the percentages of students writing at or above grade level in Accelerated Schools increased compared with the year prior their Launch Dates?	DPI for mid-year writing test data for the years prior to 1996-97. Individual schools or county contact person for 1996-97 mid-year writing test data..	North Carolina mid-year writing tests for students in grades 4, 6, and 8. A score of 2.5 indicates at or above grade level.	Compare the percentages of students who scored 2.5 or above: the year prior to the Launch Date vs. each year after the Launch Date, up to 1996-97.	DPI: June Schools: July

Evaluation Question	Information Source	Data Description	Method/Analysis	Date Collected
Relative Academic Climates				
How do the End-of-Grade reading scores at Accelerated Schools compare with their counties, and has this comparison improved since before the Launch Dates?	DPI for the years prior to 1996-97 EOG data. Individual schools or county contact person for 1996-97 EOG data.	North Carolina End-of-Grade reading tests for students in grades 3 - 8 for each grade level in each school and for the counties.	Compare the gaps between the county and school mean scale scores for reading at each grade level for each school, beginning with one year prior to Launch Dates, tracking progress for each successive year.	DPI: June Schools: July
How do the End-of-Grade mathematics scores at Accelerated Schools compare with their county percentages, and has this comparison improved since before the Launch Dates?	DPI for the years prior to 1996-97 EOG data. Individual schools or county contact person for 1996-97 EOG data.	North Carolina End-of-Grade mathematics tests for students in grades 3 - 8 for each grade level in each school and for the counties.	Compare the gaps between the county and school mean scale scores for mathematics at each grade level for each school, beginning with one year prior to Launch Dates, tracking progress for each successive year.	DPI: June Schools: July
How do the percentages of students scoring at or above grade level in writing at Accelerated Schools compare with their county percentages, and has this comparison improved since before the Launch Dates?	DPI for the years prior to 1996-97 mid-year writing test data. Individual schools or county contact person for 1996-97 mid-year writing test data.	North Carolina mid-year writing tests for students in grades 4, 6, and 8. A score of 2.5 indicates at or above grade level.	Compare the gaps between the county and school percentages of students who scored 2.5 or above, beginning with one year prior to Launch Dates, tracking progress for each successive year.	DPI: June Schools: July

Evaluation Question	Information Source	Data Description	Method/Analysis	Date Collected
Powerful Learning Opportunities for All Student Groups				
How has the reading performance of different racial and gender student groups changed in Accelerated Schools compared with the year prior their Launch Dates?	DPI for the years prior to 1996-97 EOG data. Individual schools or county contact person for 1996-97 EOG data.	North Carolina End-of-Grade reading tests for students in grades 3 - 8. Scores of Levels III & IV indicate at or above gra level.	Disaggregate the data by race and gender (female: black, white, other; male: black, white, other) to compare the percentages of students working at Levels III & IV on EOG reading for the year prior to the Launch Date for each school with each year after the Launch Date, up to 1996-97.	DPI: June Schools: July
How has the mathematics performance of different racial and gender student groups changed in Accelerated Schools compared with the year prior their Launch Dates?	DPI for the years prior to 1996-97 EOG data. Individual schools or county contact person for 1996-97 EOG data.	North Carolina End-of-Grade mathematics tests for students in grades 3 - 8. Scores of Levels III & IV indicate at or above grade level.	Disaggregate the data by race and gender (female: black, white, other; male: black, white, other) to compare the percentages of students working at Levels III & IV on EOG mathematics for the year prior to the Launch Date for each school with each year after the Launch Date, up to 1996-97.	DPI: June Schools: July

Evaluation Question	Information Source	Data Description	Method/Analysis	Date Collected
How has the writing performance of different racial and gender student groups changed in Accelerated Schools compared with the year prior their Launch Dates?	DPI for mid-year writing test data for the years prior to 1996-97. Individual schools or county contact person for 1996-97 mid-year writing test data..	North Carolina mid-year writing tests for students in grades 4, 6, and 8. A score of 2.5 indicates at or above grade level.	Disaggregate the data by race and gender (female: black, white, other; male: black, white, other) to compare the percentages of students 2.5 or above for the year prior to the Launch Date for each school with each year after the Launch Date, up to 1996-97.	DPI: June Schools: July

Evaluation Question	Information Source	Data Description	Method/Analysis	Date Collected
School Climate				
What is the school climate, as measured by the Accelerated Schools Climate Survey, and does the Accelerated Schools Program affect the school climate? • To what extent do teachers find students' behavior supportive? • To what extent do teachers feel supported by their peers? • Do teachers pursue professional development? • What is level of staff freedom? • To what extent do teachers participate in decisions? • Does the administration encourage innovation? • Are adequate resources available? • What are the working conditions, including hours, work loads, and pressures?	Accelerated Schools Climate Survey	The Accelerated Schools Climate Survey is a Likert-scale survey	For the three new Accelerated Schools, compare the percentages of responses for questions in fall 1996 and in spring 1997; for remaining schools compare percentages of responses for spring 1996 and spring 1997. Determine the mean score for each sub scale (after recoding data to reflect 1 = negative and 5 = positive) and use ANOVA to compare pre- and post-test means.	Fall 96 for three new schools (Kings Creek, Eastway, and Sawmills); spring 96 for remaining schools Spring 97 for all schools

Evaluation Question	Information Source	Data Description	Method/Analysis	Date Collected
Anecdotal Examples				
What are some examples of powerful learning strategies used in classrooms? What are some highlights of program successes in Accelerated Schools?	Written and verbal coach interviews	Written interviews	Summarize into narratives	June 1997

Climate Survey

CLIMATE SURVEY

DIRECTIONS: This questionnaire is designed to assess your opinions about your school and your working environment. Please use a **#2 pencil** to fill in one bubble per item on your answer sheet using the Strongly Agree to Strongly Disagree scale unless another scale is listed. Skip items about which you do not know enough to give an opinion. Fill in and bubble the name of your school in the space marked **LAST NAME** and fill in your school code in the space marked **IDENTIFICATION NUMBER** on side 1 of your answer sheet. Please read each question carefully and follow all directions.

Use the following scale:

A = Strongly Agree
B = Agree
C = Unsure
D = Disagree
E = Strongly Disagree

1. Use the following code to indicate whether you are:
   A = administrator B = teacher C = other instructional staff
2. There are many disruptive, difficult students in the school.
3. I seldom receive encouragement from colleagues.
4. This school does not have successful preventive strategies for helping students at risk of school failure.
5. Teachers frequently discuss teaching methods and strategies with each other.
6. I am often supervised to ensure that I follow directions correctly.
7. Decisions about the running of the school are usually made by the principal or a small group of teachers.
8. Parents of students in your class have a superficial, rather than significant, role in the educational program.
9. It is very difficult to change anything in this school.
10. Most students are helpful and cooperative to teachers.
11. I feel accepted by other teachers.
12. Beyond parent conferences and report cards, teachers in this school use other ways of communicating student progress to parents (e.g., home visits, phone calls, newsletters, regular notes).
13. A wide variety of student talents and abilities are recognized and rewarded.
14. I am allowed to do almost as I please in the classroom.
15. New courses or curriculum materials are seldom implemented in the school.
16. Most students are well-mannered and respectful to the school staff.
17. I feel that I have many friends among my colleagues at this school.
18. Many students receive honor and recognition for academic performance.
19. My colleagues seldom take notice of my professional views and opinions.
20. Teachers show little interest in what is happening in other schools.
21. Teachers enjoy learning from their colleagues.
22. My classes are expected to use prescribed textbooks and prescribed resource materials.
23. In this school, low achieving students are not as well behaved as other students.
24. I encourage students to collaborate to find a variety of approaches to solving a problem.
25. Teachers avoid talking with each other about teaching and teaming.
26. All teachers in this school hold consistently high expectations for all students.
27. I am not expected to conform to a particular teaching style.
28. Teachers agree that all students can and should receive the same enriched curriculum and instruction that gifted and talented students receive.
29. Teachers are encouraged to be innovative in this school.

30. Students have many opportunities to demonstrate leadership skills.
31. Most students are pleasant and friendly to teachers.
32. I am ignored by other teachers.
33. Professional matters are seldom discussed during staff meetings.
34. Few parents understand and promote the school's instructional program.
35. It is considered very important that I closely follow lesson plans.
36. There is a great deal of resistance to proposals for curriculum change.
37. Teachers believe that a student's home background is the primary factor that determines individual student achievement in this school.
38. There is an active parent group in this school.
39. There are many noisy, poorly-behaved students.
40. I feel that I could rely on my colleagues for assistance if I should need it.
41. Many teachers attend in-service and other professional development courses.
42. There are few rules and regulations that I am to follow.
43. Teachers are frequently asked to participate in decisions concerning administrative policies and procedures.
44. I encourage more than one right answer from students.
45. Most teachers like the idea of change.
46. Students get along well with teachers.
47. There is much experimentation with different teaching approaches.
48. Very strict discipline is needed to control many of the students.
49. I often feel lonely and left out of things in the staff room.
50. I maintain basically the same instructional style to meet the needs of all my students.
51. Teachers show considerable interest in the professional activities of their colleagues.
52. I am expected to maintain very strict control in the classroom.
53. I have very little to say in the running of the school.
54. New and different ideas are always being tried out in this school.
55. I do not feel confident developing units which cross subject disciplines.

For questions 56-61 use the following scale to estimate the percent of instructional time you use for each teaching activity in an average week:

A. 0%
B. 1-25%
C. 26-50%
D. 51-75%
E. 76-100%

56. Lecture
57. Open-ended discussion
58. Teacher questioning
59. Inquiry/guided discovery projects
60. Cooperative learning groups
61. Student-initiated topics

Analysis Of Accelerated Schools Climate Survey

ANALYSIS OF ACCELERATED SCHOOLS CLIMATE SURVEY

1996-97

SURVEY DESCRIPTION

The Accelerated School Climate Survey was created by identifying questions from the School Level Environment Questionnaire (SLEQ) (Fisher and Fraser, 1990), the Connecticut School Effectiveness Questionnaire (Villanova, Gauthier, Proctor, and Shoemaker, 1989), and the Wake County Public School System Staff Survey (WCPSS, 1995). The purpose of the Accelerated Schools Climate Survey is to provide information to school personnel which will help them identify strengths and weaknesses when planning strategies for improving school climates. Climate Survey results are also used to monitor progress toward goals schools set regarding improved school climates.

In order to improve the Climate Survey evaluators analyzed the data collected at Accelerated Schools in 1995-96, the first year it was administered. A Factor Analysis was done to determine whether items could be group as subscales. Subscale scores make interpreting results easier for school personnel. For example, interpreting a single score relating to student behavior would be easier than assessing the affect of student behavior on school climate from many different item scores. Evaluators also analyzed the data using both classical and Rasch analyses to determine survey reliability, to identify questions which may be worded ambiguously, and to identify questions that can be omitted without losing information.

RELIABILITY

Both classical and Rasch Analyses were done to determine overall reliability. The classical model is dependent on the number of items on the survey, whereas the Rasch model is not. Only item-separation reliability was of interest because the purpose of this survey is to determine overall school climates; person-separation reliability was not used because the purpose of the test did not include distinguishing between individuals' attitudes. Results of both classical and Rasch analyses were consistent. Reliability using the Rasch model was .99; Reliability using the classical model resulted in alpha = .83. Therefore, the survey has a high degree of reliability.

ITEM STATISTICS

Rasch analyses to determine internal consistency of the items using data from Fall 1995 showed that the following five items had outfit scores of more than 2.5. This means, essentially, that when the items were ranked from "easiest to agree with" to "hardest to agree with," that on these five items a relatively large number of respondents answered inconsistently with the rankings as compared with their other responses. For example, many surveys with response patterns indicating a generally favorable school climate indicated unfavorable climates in regard to these questions and vice versa.

Items with outfit scores greater than 2.5 (in order beginning with highest outfit score)

- 7. Decisions about the running of the school are usually made by the principal or a small group of teachers. (Outfit = 3.8)
- 2. There are many disruptive, difficult students in the school. (Outfit = 3.2)
- 23. In this school, low achieving students are not as well behaved as other students. (Outfit = 3.0)
- 14. I am allowed to do almost as I please in the classroom. (Outfit = 2.7)
- 43. Teachers are frequently asked to participate in decisions concerning administrative policies and procedures. (Outfit = 2.7)

The following five items had outfit scores of less than -2.5. This means that the Rasch analysis showed these items to add very little information. These items may be redundant with other survey items.

Items with outfit scores less than -2.5 (in order beginning with lowest outfit score)

- 20. Teachers show little interest in what is happening in other schools. (Outfit = -3.4)
- 47. There is much experimentation with different teaching approaches. (Outfit = -3.1)
- 46. Students get along well with teachers. (Outfit = -3.1)
- 51. Teachers show considerable interest in the professional activities of their colleagues. (Outfit = -2.7)
- 21. Teachers enjoy learning from their colleagues. (Outfit = - 2.7)

The 1996-97 survey results will be analyzed without removing any items because school personnel took the original survey. Results will be used to improve the survey for future use.

FACTOR ANALYSIS

All of the items were used in a factor analysis to determine whether some of the items could be averaged together to communicate fewer underlying climate components to make interpreting the results easier for school personnel. Using .3 as a cutoff, four of the items did not cluster with any others so they must be interpreted as representing separate climate components.

The following clusters of items were identified:

Lack of Empowering Professional Work Environment

3. I seldom receive encouragement from colleagues.
4. This school does not have successful preventive strategies for helping students at risk of school failure.
7. Decisions about the running of the school are usually made by the principal or a small group of teachers.
8. Parents of students in your class have a superficial, rather than significant, role in the educational program.
9. It is very difficult to change anything in this school.
15. New courses or curriculum materials are seldom implemented in the school.
19. My colleagues seldom take notice of my professional views and opinions.
20. Teachers show little interest in what is happening in other schools.
25. Teachers avoid talking with each other about teaching and teaming.

32. I am ignored by other teachers.
33. Professional matters are seldom discussed during staff meetings.
34. Few parents understand and promote the school's instructional program.
36. There is a great deal of resistance to proposals for curriculum change.
49. I often feel lonely and left out of things in the staff room.
50. I maintain basically the same instructional style to meet the needs of all my students.
53. I have very little to say in the running of the school.
55. I do not feel confident developing units which cross subject disciplines.

Progressive Work Environment With High Expectations for Employees and Students

21. Teachers enjoy learning from their colleagues.
26. All teachers in this school hold consistently high expectations for all students.
28. Teachers agree that all students can and should receive the same enriched curriculum and instruction that gifted and talented students receive.
41. Many teachers attend in-service and other professional development courses.
45. Most teachers like the idea of change.
47. There is much experimentation with different teaching approaches.
51. Teachers show considerable interest in the professional activities of their colleagues.
54. New and different ideas are always being tried out in this school.

Perception of Student Behavior in General

2. There are many disruptive, difficult students in the school.
10. Most students are helpful and cooperative to teachers.
16. Most students are well-mannered and respectful to the school staff.
31. Most students are pleasant and friendly to teachers.
38. There is an active parent group in this school.
46. Students get along well with teachers.

Perception of the Most Difficult Students

23. In this school, low achieving students are not as well behaved as other students.
39. There are many noisy, poorly-behaved students.
48. Very strict discipline is needed to control many of the students.

Teacher Camaraderie

11. I feel accepted by other teachers.
17. I feel that I have many friends among my colleagues at this school.
40. I feel that I could rely on my colleagues for assistance if I should need it.

Student Recognition and Opportunities

13. A wide variety of student talents and abilities are recognized and rewarded.
18. Many students receive honor and recognition for academic performance.
30. Students have many opportunities to demonstrate leadership skills.

Teacher Support from School Administration

29. Teachers are encouraged to be innovative in this school.
43. Teachers are frequently asked to participate in decisions concerning administrative policies and procedures.

Rigidity of Expectations for Teachers and Students

22. My classes are expected to use prescribed textbooks and prescribed resource materials.
35. It is considered very important that I closely follow lesson plans.
37. Teachers believe that a student's home background is the primary factor that determines individual student achievement in this school.
52. I am expected to maintain very strict control in the classroom.

Flexibility of Expectations for Teachers and Students

14. I am allowed to do almost as I please in the classroom.
42. There are few rules and regulations that I am to follow.
24. I encourage students to collaborate to find a variety of approaches to solving a problem.
44. I encourage more than one right answer from students.

Items That Represent Separate Climate Components

5. Teachers frequently discuss teaching methods and strategies with each other.
6. I am often supervised to ensure that I follow directions correctly.
12. Beyond parent conferences and report cards, teachers in this school use other ways of communicating student progress to parents (e.g., home visits, phone calls, newsletters, regular notes).
27. I am not expected to conform to a particular teaching style.

Climate Survey
Results 1997
Percentage Of Strongly Agree & Agree

Percentages Responding Strongly Agree or Agree: Spring 1997

		Eastway	Firstward	Goldsboro	Kings Creek	Laurel Mill	Rogers-Herr	Sawmills	CC Spaulding	Watts
		Spring 97	Spring 97	Spring 97	Spring 97	Spring 97	Spring 97	Spring 97	Spring 97	Spring 97
02	There are many disruptive, difficult students in the school.	77%	63%	51%	32%	20%	56%	38%	35%	66%
03	I seldom receive encouragement from colleagues.	24%	19%	30%	18%	24%	21%	13%	12%	22%
04	This school does not have successful preventive strategies for helping students at risk of school failure.	31%	41%	14%	14%	12%	33%	23%	12%	23%
05	Teachers frequently discuss teaching methods and strategies with each other.	59%	85%	51%	68%	88%	67%	41%	73%	55%
06	I am often supervised to ensure that I follow directions correctly.	57%	37%	42%	33%	48%	39%	19%	47%	29%
07	Decisions about the running of the school are usually made by the principal or a small group of teachers.	53%	41%	65%	19%	16%	42%	72%	29%	29%
08	Parents of students in your class have a superficial, rather than significant, role in the educational program.	54%	44%	42%	24%	38%	32%	45%	39%	46%
09	It is very difficult to change anything in this school.	37%	33%	37%	14%	8%	33%	34%	6%	18%
10	Most students are helpful and cooperative to teachers.	58%	63%	72%	91%	92%	67%	88%	82%	60%
11	I feel accepted by other teachers.	80%	81%	84%	91%	79%	85%	91%	88%	84%
12	Beyond parent conferences and report cards, teachers in this school use other ways of communicating student progress to parents (e.g., home visits, phone calls, newsletters, regular notes).	92%	96%	95%	95%	96%	94%	84%	94%	77%
13	A wide variety of student talents and abilities are recognized and rewarded.	64%	81%	79%	86%	80%	88%	84%	82%	66%
14	I am allowed to do almost as I please in the classroom.	58%	59%	60%	86%	64%	52%	58%	63%	50%
15	New courses or curriculum materials are seldom implemented in the school.	21%	4%	26%	14%	8%	29%	9%	6%	11%
16	Most students are well-mannered and respectful to the school staff.	49%	59%	62%	95%	84%	64%	69%	71%	55%
17	I feel that I have many friends among my colleagues at this school.	58%	70%	56%	82%	76%	70%	84%	88%	68%
18	Many students receive honor and recognition for academic performance.	74%	89%	74%	82%	84%	94%	84%	97%	47%
19	My colleagues seldom take notice of my professional views and opinions.	16%	22%	29%	18%	4%	19%	19%	16%	12%
20	Teachers show little interest in what is happening in other schools.	14%	15%	26%	9%	20%	13%	13%	6%	16%
21	Teachers enjoy learning from their colleagues.	61%	81%	47%	86%	60%	58%	75%	71%	53%
22	My classes are expected to use prescribed textbooks and prescribed resource materials.	32%	38%	41%	38%	68%	55%	45%	47%	29%
23	In this school, low achieving students are not as well behaved as other students.	59%	48%	62%	33%	20%	56%	67%	38%	43%
24	I encourage students to collaborate to find a variety of approaches to solving a problem.	89%	100%	95%	95%	96%	94%	73%	90%	91%
25	Teachers avoid talking with each other about teaching and teaming.	14%	4%	21%	9%	4%	10%	23%	3%	14%
26	All teachers in this school hold consistently high expectations for all students.	53%	56%	54%	68%	60%	48%	66%	61%	53%
27	I am not expected to conform to a particular teaching style.	56%	74%	62%	95%	72%	69%	87%	62%	74%
28	Teachers agree that all students can and should receive the same enriched curriculum and instruction that gifted and talented students receive.	50%	56%	62%	71%	64%	61%	35%	74%	48%
29	Teachers are encouraged to be innovative in this school.	73%	93%	86%	100%	88%	88%	91%	88%	89%
30	Students have many opportunities to demonstrate leadership skills.	61%	77%	74%	84%	68%	80%	74%	81%	57%
31	Most students are pleasant and friendly to teachers.	64%	62%	79%	100%	92%	82%	90%	94%	61%
32	I am ignored by other teachers.	21%	4%	24%	16%	12%	18%	3%	3%	11%
33	Professional matters are seldom discussed during staff meetings.	23%	19%	21%	41%	4%	19%	13%	6%	16%
34	Few parents understand and promote the school's instructional program.	70%	32%	31%	28%	44%	28%	32%	41%	51%
35	It is considered very important that I closely follow lesson plans.	60%	19%	79%	17%	76%	38%	20%	59%	22%
36	There is a great deal of resistance to proposals for curriculum change.	24%	12%	33%	12%	12%	14%	14%	6%	19%
37	Teachers believe that a student's home background is the primary factor that determines individual student achievement in this school.	57%	54%	48%	28%	44%	45%	55%	21%	46%
38	There is an active parent group in this school.	48%	62%	51%	84%	76%	94%	84%	26%	77%

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		Eastway	Firstward	Goldsboro	Kings Creek	Laurel Mill	Rogers-Herr	Sawmills	CC Spaulding	Watts
		Spring 97	Spring 97	Spring 97	Spring 97	Spring 97	Spring 97	Spring 97	Spring 97	Spring 97
39	There are many noisy, poorly-behaved students.	73%	54%	53%	84%	16%	55%	40%	26%	70%
40	I feel that I could rely on my colleagues for assistance if I should need it.	81%	85%	81%	100%	88%	88%	90%	91%	82%
41	Many teachers attend in-service and other professional development courses.	78%	88%	95%	83%	76%	91%	84%	94%	82%
42	There are few rules and regulations that I am to follow.	24%	23%	16%	65%	28%	29%	23%	30%	34%
43	Teachers are frequently asked to participate in decisions concerning administrative policies and procedures.	41%	73%	33%	94%	68%	66%	33%	72%	76%
44	I encourage more than one right answer from students.	82%	96%	93%	95%	96%	84%	87%	88%	95%
45	Most teachers like the idea of change.	39%	50%	33%	56%	24%	34%	23%	39%	32%
46	Students get along well with teachers.	42%	82%	67%	95%	84%	70%	74%	79%	54%
47	There is much experimentation with different teaching approaches.	43%	77%	60%	56%	64%	52%	61%	61%	50%
48	Very strict discipline is needed to control many of the students.	81%	73%	81%	37%	44%	53%	65%	48%	73%
49	I often feel lonely and left out of things in the staff room.	21%	4%	21%	22%	8%	9%	13%	3%	5%
50	I maintain basically the same instructional style to meet the needs of all my students.	10%	19%	29%	17%	8%	21%	17%	32%	25%
51	Teachers show considerable interest in the professional activities of their colleagues.	48%	54%	52%	72%	44%	44%	57%	60%	41%
52	I am expected to maintain very strict control in the classroom.	57%	35%	52%	39%	44%	54%	40%	58%	48%
53	I have very little to say in the running of the school.	40%	27%	44%	28%	25%	23%	52%	15%	11%
54	New and different ideas are always being tried out in this school.	58%	81%	60%	89%	88%	61%	67%	73%	60%
55	I do not feel confident developing units which cross subject disciplines.	13%	8%	10%	17%	12%	82%	4%	10%	6%
		More Than 50%								
56	Lecture	10%	4%	8%	6%	4%	18%	4%	20%	6%
57	Open-ended discussion	24%	23%	28%	22%	43%	14%	27%	30%	24%
58	Teacher questioning	28%	15%	37%	17%	22%	32%	15%	23%	27%
59	Inquiry-guided discovery projects	29%	46%	32%	22%	36%	26%	20%	41%	26%
60	Cooperative learning groups	33%	31%	29%	28%	26%	26%	24%	37%	28%
61	Student-initiated topics	12%	19%	23%	8%	19%	19%	0%	23%	18%

Climate Survey
Response Changes Across Years

Changes in % Responding Strongly Agree or Agree

		Eastway	Firstward	Goldsboro	Kings Creek	Laurel Mill	Rogers-Herr	Sawmills	CC Spaulding	Watts
		S96 vs. S97	F95 vs. S97	F95 vs. S97	S96 vs. S97	F95 vs. S97	F95 vs. S97	S96 vs. S97	F95 vs. S97	F95 vs. S97
02.	There are many disruptive, difficult students in the school.	3%	-1%	0%	5%	-46%	26%	-6%	-34%	10%
03.	I seldom receive encouragement from colleagues.	10%	1%	8%	3%	-4%	3%	-21%	-9%	-6%
04.	This school does not have successful preventive strategies for helping students at risk of school failure.	20%	20%	-5%	-6%	-29%	6%	0%	-22%	4%
05.	Teachers frequently discuss teaching methods and strategies with each other.	2%	12%	-16%	-4%	27%	-6%	-28%	4%	-9%
06.	I am often supervised to ensure that I follow directions correctly.	-5%	7%	-17%	13%	15%	0%	-7%	-10%	-13%
07.	Decisions about the running of the school are usually made by the principal or a small group of teachers.	3%	23%	-4%	-27%	-64%	-10%	-2%	-19%	-2%
08.	Parents of students in your class have a superficial, rather than significant, role in the educational program.	8%	23%	2%	-49%	-23%	7%	-8%	5%	4%
09.	It is very difficult to change anything in this school.	18%	6%	11%	2%	-28%	3%	6%	-19%	2%
10.	Most students are helpful and cooperative to teachers.	-9%	-4%	-16%	-9%	4%	-15%	5%	38%	-20%
11.	I feel accepted by other teachers.	-9%	-13%	11%	10%	-1%	0%	2%	19%	1%
12.	Beyond parent conferences and report cards, teachers in this school use other ways of communicating student progress to parents (e.g., home visits, phone calls, newsletters, regular notes).	-6%	5%	0%	3%	-1%	9%	-7%	11%	-20%
13.	A wide variety of student talents and abilities are recognized and rewarded.	-4%	9%	-7%	18%	9%	21%	7%	39%	-1%
14.	I am allowed to do almost as I please in the classroom.	-5%	-4%	11%	6%	0%	-10%	-13%	9%	-9%
15.	New courses or curriculum materials are seldom implemented in the school.	10%	-20%	4%	-2%	-1%	5%	3%	-11%	8%
16.	Most students are well-mannered and respectful to the school staff.	-7%	-9%	-4%	3%	19%	-9%	-2%	37%	-12%
17.	I feel that I have many friends among my colleagues at this school.	1%	-9%	3%	9%	1%	9%	-2%	31%	-7%
18.	Many students receive honor and recognition for academic performance.	11%	34%	-14%	6%	5%	35%	1%	52%	-8%
19.	My colleagues seldom take notice of my professional views and opinions.	-5%	-2%	17%	-24%	-16%	1%	-7%	-9%	-7%
20.	Teachers show little interest in what is happening in other schools.	3%	0%	14%	-3%	2%	-14%	2%	-11%	-1%
21.	Teachers enjoy learning from their colleagues.	-14%	-10%	-9%	14%	1%	4%	15%	-8%	-19%
22.	My classes are expected to use prescribed textbooks and prescribed resource materials.	-11%	14%	4%	-25%	34%	10%	10%	36%	5%
23.	In this school, low achieving students are not as well behaved as other students.	13%	9%	5%	-19%	-52%	9%	29%	-1%	-6%
24.	I encourage students to collaborate to find a variety of approaches to solving a problem.	0%	12%	2%	37%	1%	7%	-6%	-5%	-3%
25.	Teachers avoid talking with each other about teaching and learning.	10%	-7%	17%	-19%	-9%	-9%	6%	-18%	8%
26.	All teachers in this school hold consistently high expectations for all students.	-3%	-7%	13%	8%	0%	-5%	17%	13%	13%
27.	I am not expected to conform to a particular teaching style.	-22%	-2%	-2%	11%	3%	15%	13%	3%	4%
28.	Teachers agree that all students can and should receive the same enriched curriculum and instruction that gifted and talented students receive.	-31%	-17%	13%	6%	3%	-9%	6%	20%	-19%
29.	Teachers are encouraged to be innovative in this school.	-13%	-4%	-2%	8%	15%	4%	34%	2%	-5%
30.	Students have many opportunities to demonstrate leadership skills.	2%	14%	1%	26%	10%	19%	-3%	36%	-3%
31.	Most students are pleasant and friendly to teachers.	-3%	-5%	8%	4%	7%	3%	1%	18%	-25%
32.	I am ignored by other teachers.	14%	-11%	14%	1%	-8%	-1%	-3%	-11%	0%
33.	Professional matters are seldom discussed during staff meetings.	8%	10%	8%	-1%	34%	-11%	4%	-5%	-1%
34.	Few parents understand and promote the school's instructional program.	20%	8%	8%	-44%	-20%	15%	-11%	-9%	18%
35.	It is considered very important that I closely follow lesson plans.	14%	-17%	9%	-4%	26%	15%	-1%	33%	-7%
36.	There is a great deal of resistance to proposals for curriculum change.	8%	-9%	7%	-8%	-23%	-5%	3%	-30%	5%

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		Eastway	Firstward	Goldsboro	Kings Creek	Laurel Mill	Rogers-Herr	Sawmills	CC Spaulding	Watts
		S96 vs. S97	F95 vs. S97	F95 vs. S97	S96 vs. S97	F95 vs. S97	F95 vs. S97	S96 vs. S97	F95 vs. S97	F95 vs. S97
37.	Teachers believe that a student's home background is the primary factor that determines individual student achievement in this school.	9%	24%	-11%	-8%	-24%	14%	-4%	-30%	-2%
38.	There is an active parent group in this school.	-33%	-23%	-28%	4%	28%	39%	9%	-6%	-20%
39.	There are many noisy, poorly-behaved students.	21%	1%	0%	40%	-46%	19%	0%	-50%	23%
40.	I feel that I could rely on my colleagues for assistance if I should need it.	-8%	-2%	-8%	8%	5%	7%	-2%	23%	-9%
41.	Many teachers attend in-service and other professional development courses.	-3%	-3%	2%	-5%	-6%	22%	-5%	14%	-4%
42.	There are few rules and regulations that I am to follow.	16%	-7%	-7%	21%	13%	-2%	-23%	-13%	6%
43.	Teachers are frequently asked to participate in decisions concerning administrative policies and procedures.	-13%	-12%	-10%	17%	28%	3%	-23%	4%	18%
44.	I encourage more than one right answer from students.	-10%	-1%	1%	7%	4%	4%	1%	-9%	1%
45.	Most teachers like the idea of change.	20%	-6%	8%	40%	9%	3%	-11%	21%	7%
46.	Students get along well with teachers.	-20%	7%	-2%	7%	15%	-11%	-6%	35%	-22%
47.	There is much experimentation with different teaching approaches.	-17%	1%	11%	40%	6%	2%	32%	-1%	3%
48.	Very strict discipline is needed to control many of the students.	-9%	6%	-4%	-11%	-32%	9%	25%	-23%	6%
49.	I often feel lonely and left out of things in the staff room.	13%	-8%	3%	-5%	-17%	-7%	-1%	-22%	-9%
50.	I maintain basically the same instructional style to meet the needs of all my students.	-22%	7%	3%	-23%	-8%	2%	-11%	10%	-4%
51.	Teachers show considerable interest in the professional activities of their colleagues.	10%	-13%	-3%	20%	2%	-3%	0%	16%	-13%
52.	I am expected to maintain very strict control in the classroom.	19%	-10%	-28%	6%	-25%	6%	-7%	39%	12%
53.	I have very little to say in the running of the school.	3%	-6%	-3%	-5%	-23%	-8%	20%	-12%	-11%
54.	New and different ideas are always being tried out in this school.	-23%	-1%	4%	17%	38%	-4%	7%	8%	-18%
55.	I do not feel confident developing units which cross subject disciplines.	-2%	-1%	0%	4%	-1%	72%	1%	-15%	-5%
		Changes in % responding More Than 50%								
56.	Lecture	-3%	0%	8%	-8%	1%	18%	-8%	20%	-5%
57.	Open-ended discussion	7%	-2%	13%	12%	14%	-3%	18%	9%	1%
58.	Teacher questioning	-1%	6%	22%	-7%	-16%	19%	-12%	9%	-5%
59.	Inquiry/guided discovery projects	3%	15%	16%	3%	4%	9%	1%	8%	-3%
60.	Cooperative learning groups	-10%	0%	11%	28%	-3%	-8%	0%	11%	2%
61.	Student-initiated topics	-9%	9%	14%	8%	5%	4%	-5%	9%	5%

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End-Of-Grade Results

First Ward EOG Results

Percentages at Levels III & IV

Reading

Grade 3		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							92%	12	67%	
	Black							31%	16	27%	
	Other							50%	2	60%	
Males	White							70%	10	100%	
	Black							13%	15	36%	
	Other							0%	2	0%	
Total								**47%**	57	**46%**	*na

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							92%	12	67%	
	Black							31%	16	27%	
	Other							50%	2	33%	
Males	White							70%	10	100%	
	Black							20%	15	36%	
	Other							0%	2	67%	
Total								**48%**	57	**46%**	*na

*Note: The number of students tested was not available for 1996-97

First Ward EOG Results

Grade 4

		Reading									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White					88%	25	86%	14	89%	
	Black					33%	21	50%	28	29%	
	Other					NA	0	55%	11	40%	
Males	White					59%	34	93%	14	75%	
	Black					14%	22	24%	34	24%	
	Other					100%	1	53%	43	0%	
Total						**51%**	103	**49%**	144	**45%**	*na

		Math									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White					88%	25	86%	14	78%	
	Black					33%	21	46%	28	53%	
	Other					NA	0	100%	11	83%	
Males	White					65%	34	86%	14	100%	
	Black					23%	22	68%	34	29%	
	Other					25%	4	64%	14	50%	
Total						**55%**	106	**70%**	115	**62%**	*na

*Note: The number of students tested was not available for 1996-97.

First Ward EOG Results

Grade 5

		Reading									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White					91%	34	53%	15	75%	
	Black					52%	27	43%	14	33%	
	Other					100%	2	0%	1	100%	
Males	White					94%	33	81%	16	88%	
	Black					17%	35	0%	10	42%	
	Other					50%	2	0%	4	13%	
Total						**64%**	133	**45%**	60	**53%**	*na

		Math									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White					88%	34	67%	15	83%	
	Black					33%	27	21%	14	27%	
	Other					100%	2	0%	1	100%	
Males	White					91%	33	75%	16	63%	
	Black					20%	35	0%	10	33%	
	Other					50%	2	0%	4	25%	
Total						**59%**	133	**42%**	60	**49%**	*na

*Note: The number of students tested was not available for 1996-97.

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First Ward EOG Results

Grade 6

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White					82%	28	100%	2	80%	
	Black					25%	36	55%	11	42%	
	Other							0%	3	0%	
Males	White					76%	37	83%	6	73%	
	Black					18%	22	8%	24	20%	
	Other					57%	7	33%	3	25%	
Total						**52%**	130	**28%**	49	**49%**	*na

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White					75%	28	100%	2	90%	
	Black					26%	35	27%	11	42%	
	Other							0%	3	33%	
Males	White					73%	37	83%	6	73%	
	Black					18%	22	33%	24	50%	
	Other					86%	7	67%	3	40%	
Total						**52%**	129	**36%**	49	**59%**	*na

*Note: The number of students tested was not available for 1996-97.

First Ward EOG Results

Writing Results

Percent of Students scoring 2.5 or higher

			Writing									
			1992-93		1993-94		1994-95		1995-96		1996-97	
Grade 4			%	n	%	n	%	n	%	n	%	n
	Females	White					57%	21	64%	14	78%	
		Black					38%	21	38%	16	44%	
		Other					75%	4	75%	4	20%	
	Males	White					35%	34	75%	8	58%	
		Black					14%	28	27%	11	38%	
		Other					100%	1	40%	5	0%	
	Total						**37%**	109	**50%**	58	**44%**	*na

*Note: The number of students tested was not available for 1996-97.

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Goldsboro EOG Results

Percentages at Levels III & IV

Reading

Grade 5			1992-93		1993-94		1994-95		1995-96		1996-97	
			%	n	%	n	%	n	%	n	%	n
	Females	White							80%	5	75%	4
		Black							51%	74	52%	77
		Other										
	Males	White							100%	3	100%	3
		Black							32%	74	49%	73
		Other									50%	2
	Total								**44%**	156	**52%**	159

Math

			1992-93		1993-94		1994-95		1995-96		1996-97	
			%	n	%	n	%	n	%	n	%	n
	Females	White							80%	5	50%	4
		Black							36%	75	35%	77
		Other										
	Males	White							100%	3	67%	3
		Black							38%	74	34%	73
		Other									50%	2
	Total								**39%**	157	**36%**	159

Goldsboro EOG Results

Grade 6

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							60%	5	100%	3
	Black							51%	80	58%	77
	Other							100%	1		
Males	White							80%	5	100%	1
	Black							43%	68	49%	80
	Other										
Total								**49%**	159	**55%**	161

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							100%	5	100%	3
	Black							48%	80	53%	77
	Other							100%	1		
Males	White							80%	5	100%	1
	Black							47%	68	51%	80
	Other										
Total								**50%**	159	**53%**	161

Goldsboro EOG Results

Grade 7

		Reading									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White			88%	16	83%	6	86%	7	40%	5
	Black			49%	123	53%	129	49%	75	53%	87
	Other			83%	6			50%	2	100%	2
Males	White			92%	24	50%	12	100%	4	80%	5
	Black			36%	122	36%	127	44%	54	52%	63
	Other			100%	3	67%	3	50%	2	100%	1
Total				**50%**	294	**46%**	277	**51%**	144	**54%**	163

		Math									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White			88%	16	83%	6	57%	7	80%	5
	Black			30%	122	28%	128	48%	75	43%	87
	Other			50%	6			100%	2	*	*
Males	White			75%	24	67%	12	50%	4	80%	5
	Black			29%	119	33%	125	49%	53	47%	64
	Other			100%	3	33%	3	100%	2	*	*
Total				**38%**	290	**33%**	274	**57%**	143	**47%**	164

*data were not available by race and gender.

Goldsboro EOG Results

Grade 8

		Reading									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White			85%	13	67%	6	100%	3	67%	3
	Black			63%	155	69%	112	67%	69	75%	71
	Other			83%	6	100%	2	100%	1		
Males	White			90%	20	80%	5	78%	9	100%	3
	Black			44%	119	53%	102	60%	80	70%	60
	Other			67%	3	100%	2	67%	3	100%	1
Total				59%	316	62%	229	65%	165	73%	138

		Math									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White			85%	13	83%	6	67%	3	33%	3
	Black			41%	156	41%	112	46%	69	55%	71
	Other			50%	6	100%	2	100%	1		
Males	White			71%	21	60%	5	67%	9	100%	3
	Black			31%	119	46%	101	41%	79	52%	60
	Other			33%	3	100%	2	0%	3	100%	1
Total				41%	318	46%	228	45%	164	54%	138

Goldsboro EOG Results

Writing Results

Percent of Students scoring 2.5 or higher

		Writing									
		1992-93		1993-94		1994-95		1995-96		1996-97*	
Grade 7		%	n	%	n	%	n	%	n	%	n
Females	White							80%	4		
	Black							67%	77		
	Other							67%	3		
Males	White							75%	4		
	Black							47%	51		
	Other							33%	3		
Total								**60%**	142		

*Note: Writing data were not available for 1996-97.

Kings Creek EOG Results

Percentages at Levels III & IV

Grade 3

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							89%	9	55%	11
	Black							100%	1		
	Other										
Males	White							64%	14	54%	7
	Black										
	Other										
Total								75%	24	55%	18

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							89%	9	75%	15
	Black							100%	1		
	Other										
Males	White							79%	14	69%	9
	Black										
	Other										
Total								83%	24	73%	24

Kings Creek EOG Results

Grade 4

		Reading									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							57%	14	70%	7
	Black							0%	1		
	Other										
Males	White							67%	18	53%	8
	Black							0%	1		
	Other										
Total								59%	34	60%	15

		Math									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							71%	14	90%	9
	Black							0%	1		
	Other										
Males	White							78%	18	80%	12
	Black							0%	1		
	Other										
Total								71%	34	84%	21

Kings Creek EOG Results

Grade 5

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							73%	15	78%	14
	Black							100%	1		
	Other										
Males	White							65%	17	61%	11
	Black										
	Other										
Total								**70%**	33	**69%**	25

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							73%	15	67%	12
	Black							100%	1		
	Other										
Males	White							76%	17	56%	10
	Black										
	Other										
Total								**76%**	33	**61%**	22

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Kings Creek EOG Results

Grade 6

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							65%	17	59%	13
	Black							100%	1		
	Other										
Males	White							54%	13	72%	13
	Black										
	Other										
Total								**61%**	31	**65%**	26

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							65%	17	68%	15
	Black							100%	1		
	Other										
Males	White							85%	13	72%	13
	Black										
	Other										
Total								**74%**	31	**70%**	28

Kings Creek EOG Results

Grade 7

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							57%	14	60%	12
	Black										
	Other										
Males	White							50%	20	57%	8
	Black										
	Other										
Total								53%	34	59%	20

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							71%	14	53%	10
	Black										
	Other										
Males	White							60%	20	64%	9
	Black										
	Other										
Total								65%	34	58%	19

Kings Creek EOG Results

Grade 8

		Reading									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							70%	20	73%	11
	Black										
	Other										
Males	White							38%	16	63%	12
	Black							100%	1		
	Other										
Total								**55%**	37	**68%**	23

		Math									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							75%	20	87%	13
	Black										
	Other										
Males	White							50%	16	58%	11
	Black							100%	1		
	Other										
Total								**63%**	37	**71%**	24

Kings Creek EOG Results

Writing Results

Percent of Students scoring 2.5 or higher

Grade 4

		Writing									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							69%	13	63%	500%
	Black							0%	1		
	Other										
Males	White							35%	17	50%	8
	Black										
	Other										
Total								**50%**	31	**54%**	13

Grade 7

		Writing									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							62%	13	70%	14
	Black							67%	79		
	Other							67%	3		
Males	White							52%	21	50%	6
	Black							47%	51		
	Other							33%	3		
Total								**56%**	170	**59%**	20

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Laurel Mill EOG Results

Percentages at Levels III & IV

Grade 3

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White					75%	8	47%	15	55%	11
	Black					50%	16	14%	14	17%	23
	Other					0%	1	0%	1		
Males	White					71%	7	67%	9	50%	14
	Black					17%	12	20%	15	24%	21
	Other							0%	1	60%	5
Total						**48%**	44	**33%**	55	**34%**	74

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White					75%	8	73%	15	73%	11
	Black					38%	16	29%	14	39%	23
	Other					0%	1	100%	1		
Males	White					71%	7	67%	9	57%	14
	Black					17%	12	40%	15	33%	21
	Other							0%	1	60%	5
Total						**43%**	44	**51%**	55	**47%**	74

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Laurel Mill EOG Results

Grade 4

		Reading									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White					100%	4	85%	13	67%	12
	Black					29%	14	43%	21	52%	21
	Other					67%	3	67%	3		
Males	White					46%	13	65%	17	67%	9
	Black					38%	16	17%	18	19%	21
	Other							50%	2	50%	4
Total						**44%**	50	**50%**	74	**49%**	67

		Math									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White					100%	4	92%	13	67%	12
	Black					29%	14	38%	21	52%	21
	Other					33%	3	67%	3		
Males	White					62%	13	71%	17	100%	9
	Black					44%	16	22%	18	62%	21
	Other							50%	2	50%	4
Total						**48%**	50	**53%**	74	**64%**	67

Laurel Mill EOG Results

Grade 5

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White					75%	8	80%	5	77%	13
	Black					61%	18	21%	14	50%	20
	Other					100%	3	0%	1		
Males	White					86%	7	50%	14	67%	21
	Black					19%	16	32%	19	30%	20
	Other									67%	3
Total						**56%**	52	**40%**	53	**55%**	77

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White					75%	8	80%	5	77%	13
	Black					33%	18	36%	14	50%	20
	Other					33%	3	0%	1		
Males	White					57%	7	36%	14	67%	21
	Black					25%	16	37%	19	30%	20
	Other									67%	3
Total						**40%**	52	**40%**	53	**55%**	77

Laurel Mill EOG Results

Writing Results

Percent of Students scoring 2.5 or higher

Grade 4

		Writing									
		1992-93		1993-94		1994-95		1995-96		1996-97*	
		%	n	%	n	%	n	%	n	%	n
Females	White					33%	3	25%	12		
	Black					29%	14	20%	20		
	Other					33%	3	0%	2		
Males	White					33%	12	0%	15		
	Black					24%	15	0%	14		
	Other										
Total						**29%**	47	**13%**	63	**17%**	64

*Note: Data were not available by race and gender for 1996-97.

Rogers-Herr EOG Results

Percentages at Levels III & IV

Reading

Grade 6		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							91%	67	93%	56
	Black	51%	59	42%	55	40%	63	52%	108	50%	116
	Other			0%	1	100%	2	62%	13	69%	16
Males	White					100%	3	90%	59	90%	69
	Black	33%	60	44%	41	35%	65	29%	126	32%	147
	Other			0%	2	0%	1	57%	21	70%	10
Total		**42%**	119	**41%**	99	**40%**	134	**57%**	394	**57%**	414

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							91%	67	95%	55
	Black	**45%**	**58**	33%	55	19%	64	56%	107	45%	117
	Other			0%	1	100%	2	69%	13	72%	18
Males	White					67%	3	92%	59	96%	69
	Black	37%	57	29%	42	33%	67	43%	128	41%	148
	Other			50%	2	0%	1	70%	23	77%	13
Total		**41%**	115	**31%**	100	**28%**	137	**64%**	397	**61%**	420

Sawmills EOG Results

Percentages at Levels III & IV

Grade 3

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							68%	31	70%	26
	Black							100%	1		
	Other										
Males	White							42%		55%	16
	Black										
	Other										
Total								55%	32	64%	42

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							81%	31	62%	23
	Black							0%	1		
	Other										
Males	White							17%		59%	17
	Black										
	Other										
Total								52%	32	61%	40

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Sawmills EOG Results

Grade 4

		Reading									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							72%	25	75%	24
	Black										
	Other										
Males	White							54%	28	50%	11
	Black										
	Other										
Total								**62%**	53	**65%**	35

		Math									
		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							76%	25	88%	28
	Black										
	Other										
Males	White							68%	28	68%	15
	Black										
	Other										
Total								72%	53	**80%**	43

Sawmills EOG Results

Grade 5

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							70%	20	82%	18
	Black							100%	1		
	Other										
Males	White							69%	32	60%	18
	Black										
	Other										
Total								**70%**	53	**69%**	36

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							**55%**	20	77%	17
	Black							100%	1		
	Other										
Males	White							66%	32	67%	20
	Black										
	Other										
Total								**62%**	53	**71%**	37

Sawmills EOG Results

Writing Results

Percent of Students scoring 2.5 or higher

		Writing									
		1992-93		1993-94		1994-95		1995-96		1996-97	
Grade 4		%	n	%	n	%	n	%	n	%	n
Females	White							56%	27	78%	21
	Black										
	Other										
Males	White							41%	29	48%	10
	Black										
	Other										
Total								48%	56	54%	31

Spaulding EOG Results

Percentages at Levels III & IV

Grade 3

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							100%	1	100%	1
	Black	29%	21	50%	32	30%	23	25%	16	48%	27
	Other										
Males	White							0%	1		
	Black	61%	23	57%	21	33%	33	43%	14	36%	22
	Other										
Total		**45%**	44	**53%**	53	**32%**	56	**34%**	32	**44%**	50

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							100%	1	100%	1
	Black	48%	21	41%	32	13%	23	38%	16	63%	27
	Other										
Males	White							0%	1		
	Black	48%	21	43%	21	33%	33	29%	14	46%	22
	Other										
Total		**48%**	42	**42%**	53	**25%**	56	**34%**	32	**56%**	50

Spaulding EOG Results

Grade 4

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White									100%	1
	Black	61%	18	53%	15	45%	22	38%	21	31%	16
	Other	100%	2					0%	1		
Males	White									100%	1
	Black	56%	16	43%	23	21%	24	39%	18	25%	12
	Other							0%	1		
Total		61%	36	47%	38	33%	46	37%	41	33%	30

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White									100%	1
	Black	50%	18	53%	15	36%	22	29%	21	38%	16
	Other	100%	2					100%	1		
Males	White									100%	1
	Black	50%	16	48%	23	25%	24	44%	18	25%	12
	Other							0%	1		
Total		53%	36	50%	38	30%	46	37%	41	37%	30

Spaulding EOG Results

Grade 5

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							100%	1		
	Black	63%	19			59%	22	65%	20	61%	23
	Other							100%	2	0%	1
Males	White							100%	2		
	Black	45%	20			45%	22	23%	22	50%	18
	Other							100%	1		
Total		**54%**	39			**52%**	44	**50%**	48	**55%**	42

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							100%	1		
	Black	79%	19			55%	22	60%	20	61%	23
	Other							100%	2	100%	1
Males	White							100%	2		
	Black	30%	20			68%	22	27%	22	72%	18
	Other							100%	1		
Total		**54%**	39			**61%**	44	**50%**	48	**67%**	42

Spaulding EOG Results

Writing Results

Percent of Students scoring 2.5 or higher

Grade 4

		Writing									
		1992-93		1993-94		1994-95		1995-96		1996-97*	
		%	n	%	n	%	n	%	n	%	n
Females	White										
	Black	30%	20	25%	16	50%	22	50%	22		
	Other	0%	2								
Males	White										
	Black	12%	17	24%	25	24%	21	55%	20		
	Other	0%	1								
Total		**20%**	40	**24%**	41	**37%**	43	**52%**	42	**27%**	30

*Note: Data were not available by race and gender for 1996-97.

Watts EOG Results

Percentages at Levels III & IV

Grade 3

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White	86%	7	63%	8	78%	9	88%	8	100%	1
	Black	69%	13	56%	16	35%	17	50%	16	27%	33
	Other			100%	1	100%	2	0%	2	0%	2
Males	White	100%	4	43%	7	86%	7	83%	6	80%	5
	Black	25%	20	61%	23	57%	14	19%	16	28%	25
	Other	100%	1					0%	2	50%	2
Total		**57%**	45	**60%**	55	**59%**	49	**46%**	50	**32%**	68

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White	86%	7	63%	8	89%	9	75%	8	100%	1
	Black	54%	13	40%	15	53%	17	50%	16	12%	33
	Other			0%	1	100%	2	0%	2	0%	2
Males	White	100%	4	43%	7	71%	7	83%	6	60%	5
	Black	25%	20	48%	23	43%	14	25%	16	20%	25
	Other	100%	1					0%	2	50%	2
Total		**55%**	45	**47%**	54	**61%**	49	**46%**	50	**21%**	68

Watts EOG Results

Grade 4

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White	100%	2	100%	4	100%	6	88%	8	100%	5
	Black	57%	14	50%	10	41%	17	50%	16	34%	32
	Other			100%	2	67%	3	0%	2		
Males	White	100%	4	75%	4	67%	6	83%	6	67%	6
	Black	26%	19	31%	16	31%	26	19%	16	31%	26
	Other					100%	1	0%	2	33%	3
Total		**53%**	39	**50%**	36	**47%**	59	**57%**	50	**40%**	72

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White	50%	2	100%	4	83%	6	75%	8	100%	5
	Black	43%	14	50%	10	41%	17	50%	16	45%	31
	Other			100%	2	100%	3	0%	2		
Males	White	75%	4	100%	4	50%	6	83%	6	83%	6
	Black	16%	19	31%	16	50%	26	25%	16	40%	25
	Other					0%	1	0%	2	0%	3
Total		**36%**	39	**53%**	36	**53%**	59	**51%**	50	**49%**	70

Watts EOG Results

Grade 5

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White	100%	4	50%	2	80%	5	100%	3	91%	11
	Black	63%	8	40%	15	43%	7	41%	17	48%	27
	Other	100%	1			100%	1	67%	3	50%	2
Males	White	100%	2	100%	3	75%	4	67%	3	100%	6
	Black	27%	26	14%	22	19%	16	43%	21	37%	27
	Other							100%	1	0%	2
Total		**49%**	41	**34%**	42	**42%**	33	**50%**	48	**53%**	75

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White	75%	4	0%	2	60%	5	67%	3	100%	11
	Black	50%	8	47%	15	57%	7	12%	17	41%	27
	Other	0%	1			100%	1	100%	3	50%	2
Males	White	100%	2	100%	3	100%	4	67%	3	83%	6
	Black	42%	26	18%	22	25%	16	29%	21	41%	27
	Other							50%	2	0%	2
Total		**51%**	41	**37%**	42	**48%**	33	**33%**	49	**52%**	75

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Watts EOG Results

Writing Results

Percent of Students scoring 2.5 or higher

Grade 4

		Writing									
		1992-93		1993-94		1994-95		1995-96		1996-97*	
		%	n	%	n	%	n	%	n	%	n
Females	White	33%	3	75%	4	67%	6	45%	11		
	Black	25%	12	13%	8	41%	17	33%	12		
	Other			20%	5	0%	1	40%	5		
Males	White	75%	4	80%	5	33%	6	20%	5		
	Black	16%	19	19%	16	32%	22	9%	22		
	Other			0%	1			0%	1		
Total		25%	38	29%	39	39%	52	25%	56	25%	71

*Note: Data were not available by race and gender for 1996-97.

Eastway EOG Results

Percentages at Levels III & IV

Grade 3

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White										
	Black							32%	53	39%	36
	Other							67%	3	25%	4
Males	White										
	Black							30%	46	31%	36
	Other							0%	2	25%	4
Total								**32%**	104	**34%**	80

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White										
	Black							42%	52	67%	36
	Other							33%	3	50%	4
Males	White										
	Black							36%	45	58%	36
	Other							50%	2	50%	4
Total								**39%**	102	**61%**	80

Eastway EOG Results

Grade 4

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							0%	1		
	Black							20%	41	36%	36
	Other							67%	6	100%	2
Males	White							0%	1	33%	3
	Black							37%	38	24%	38
	Other							40%	5	33%	3
Total								**30%**	92	**31%**	82

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							0%	1		
	Black							24%	41	40%	35
	Other							50%	6	100%	2
Males	White							0%	1	67%	3
	Black							34%	38	35%	37
	Other							0%	4	0%	1
Total								**29%**	91	**40%**	78

Eastway EOG Results

Grade 5

Reading

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White										
	Black							22%	36	19%	42
	Other							50%	2	100%	3
Males	White							0%	1	100%	1
	Black							17%	35	30%	33
	Other									50%	2
Total								**20%**	74	**28%**	81

Math

		1992-93		1993-94		1994-95		1995-96		1996-97	
		%	n	%	n	%	n	%	n	%	n
Females	White							0%	1		
	Black							22%	37	24%	42
	Other							0%	2	67%	3
Males	White							100%	1	0%	1
	Black							11%	37	30%	33
	Other									50%	2
Total								**17%**	78	**28%**	81

Eastway EOG Results

Writing Results

Percent of Students scoring 2.5 or higher

Grade 4

		Writing									
		1992-93		1993-94		1994-95		1995-96		1996-97*	
		%	n	%	n	%	n	%	n	%	n
Females	White							0%	1		
	Black							24%	42		
	Other							40%	5		
Males	White							0%	1		
	Black							10%	40		
	Other							0%	4		
Total								**17%**	93	**29%**	79

*Note: Data were not available by race and gender for 1996-97.

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EOG and Writing Results: Comparison to County Scores

Mean Scale Scores for school and county

	Reading							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 3				143.1	139.5	143.6	139.2	143.7
Grade 4			145.0	146.5	146.1	147.8	143.8	147.6
Grade 5			151.4	151.5	147.7	151.0	149.9	152.2
Grade 6			152.4	153.8	146.8	155.0	152.6	154.7

	Math							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 3					136.7	141.6	135.4	141.7
Grade 4			144.3	147.6	147.9	148.0	143.0	148.3
Grade 5			152.7	154.6	148.0	154.8	150.3	155.3
Grade 6			157.0	160.8	153.2	162.0	157.9	161.4

Writing

Percent of Students scoring 2.5 or higher

	Writing							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County*	School	County
Grade 4			37%	54%	50%		44%	54%

*Data were not available.

EOG and Writing Results: Comparison to County Scores

Mean Scale Scores for school and county

	Reading							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 5					147.4	151.2	148.5	151.9
Grade 6					151.3	155.2	152.4	154.8
Grade 7	154.6	157.3	153.4	157.4	154.7	157.6	154.5	157.8
Grade 8	156.3	153.6	158.0	159.9	157.4	159.0	159.6	160.0

	Math							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 5					147.6	154.0	147.6	154.9
Grade 6					154.6	160.8	155.0	160.1
Grade 7	159.3	163.9	157.9	164.1	160.5	165.0	160.7	166.5
Grade 8	163.5	167.7	164.4	169.5	164.4	168.4	166.2	169.0

Writing

Percent of Students scoring 2.5 or higher

	Writing*							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 7								

*Data were not available.

Kings Creek EOG County Comparisons

EOG and Writing Results: Comparison to County Scores

Mean Scale Scores for school and county

	Reading							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 3					145.3	143.6	142.9	144.2
Grade 4					146.9	148.2	149.0	148.5
Grade 5					152.6	152.0	152.9	153.0
Grade 6					154.5	156.2	155.5	155.4
Grade 7					154.7	158.2	156.2	158.8
Grade 8					157.1	160.6	159.2	161.0

	Math							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 3					146.2	142.0	144.0	143.1
Grade 4					148.2	147.8	152.5	149.5
Grade 5					153.2	154.6	153.3	155.8
Grade 6					161.0	163.4	159.2	163.3
Grade 7					163.4	167.4	163.7	168.4
Grade 8					167.4	171.2	169.4	171.6

Writing

Percent of Students scoring 2.5 or higher

	Writing							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County*	School	County
Grade 4					50%		54%	53%
Grade 7					56%		63%	62%

*Data were not available.

EOG and Writing Results: Comparison to County Scores

Mean Scale Scores for school and county

	Reading							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 3			138.5	140.5	137.1	141.6	137.8	142.1
Grade 4			141.4	145.2	144.4	146.6	143.5	146.2
Grade 5			148.9	149.7	144.7	149.6	149.0	150.5

	Math							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 3			136.0	138.0	136.7	140.0	137.0	141.1
Grade 4			140.9	144.4	143.2	145.4	146.4	148.0
Grade 5			147.8	151.3	147.4	152.4	150.7	153.4

Writing

Percent of Students scoring 2.5 or higher

	Writing							
	1993-94		1994-95*		1995-96*		1996-97	
	School	County	School	County	School	County	School	County
Grade 4							17%	33%

*Data were not available.

Rogers-Herr EOG County Comparisons

EOG Results: Comparison to County Scores

Mean Scale Scores for school and county

	Reading							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 6	148.8	153.7	148.7	154.7	153.7	155	153.7	154.1

	Math							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 6	151.9	158.6	150.8	159.4	160.8	160	160.4	160.2

EOG and Writing Results: Comparison to County Scores

Mean Scale Scores for school and county

	Reading							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 3					142.0	143.6	142.9	144.2
Grade 4					147.0	148.2	148.2	148.5
Grade 5					151.4	152.0	151.6	153.0

	Math							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 3					138.4	142.0	139.0	143.1
Grade 4					146.9	147.8	150.9	149.5
Grade 5					153.2	154.6	154.4	155.8

Writing

Percent of Students scoring 2.5 or higher

	Writing							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County*	School	County
Grade 4					48%		54%	53%

*Data were not available.

EOG and Writing Results: Comparison to County Scores

Mean Scale Scores for school and county

	Reading							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 3	140.5	142.2	136.5	142.6	136.4	142.6	138.5	142.7
Grade 4	144.1	148.5	140.7	146.9	143.5	147.6	141.4	147.5
Grade 5		152.3	148.5	152.3	148.1	151.6	150.2	152.2

	Math							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 3	135.2	138.5	132.1	139.4	135.0	139.3	137.5	140.1
Grade 4	142.4	146.8	139.6	146.6	140.9	146.5	140.8	147.3
Grade 5		153.7	152.6	154.1	151.4	154.0	154.3	155.3

Writing

Percent of Students scoring 2.5 or higher

	Writing							
	1993-94		1994-95		1995-96		1996-97	
	School	County*	School	County	School	County*	School	County
Grade 4	24%		37%	44%	52%		27%	44%

*Data were not available.

Watts EOG County Comparisons

EOG and Writing Results: Comparison to County Scores

Mean Scale Scores for school and county

	Reading							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 3	141.2	142.2	143.5	142.6	140.3	142.6	136.2	142.7
Grade 4	146.3	148.5	144.3	146.9	146.1	147.6	143.5	147.5
Grade 5	146.8	152.3	148.7	152.3	148.0	151.6	149.4	152.2

	Math							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 3	136.6	138.5	138.5	139.4	135.4	139.3	130.4	140.1
Grade 4	145.4	146.8	144.2	146.6	142.4	146.5	141.8	147.3
Grade 5	146.5	153.7	150.6	154.1	148.2	154.0	150.4	155.3

Writing

Percent of Students scoring 2.5 or higher

	Writing							
	1993-94		1994-95		1995-96		1996-97	
	School	County*	School	County	School	County*	School	County
Grade 4	29%		39%	44%	25%		25%	44%

*Data were not available.

EOG and Writing Results: Comparison to County Scores

Mean Scale Scores for school and county

	Reading							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 3					137.2	142.6	137.1	142.7
Grade 4					140.5	147.6	141.8	147.5
Grade 5					143.0	151.6	144.6	152.2

	Math							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County	School	County
Grade 3					133.7	139.3	137.3	140.1
Grade 4					136.4	146.5	139.6	147.3
Grade 5					141.9	154.0	145.8	155.3

Writing

Percent of Students scoring 2.5 or higher

	Writing							
	1993-94		1994-95		1995-96		1996-97	
	School	County	School	County	School	County*	School	County
Grade 4					17%		29%	44%

*Data were not available.